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ABSTRACT

When given the opportunity to plan a new community learning center, Lakeland Community College's program planners sought the assistance of The College Board's Office of Adult Learning and Services. Thousands of scientifically weighted interviews involving households, students, and business leaders were evaluated to determine the community's feeling toward education, training, and information needs. The study had five phases: a study of the demand for noncredit courses among individual adult students; a study of the needs of business and industry for employee education and training; a study of large private-sector employers; a study of special needs populations, including the elderly, unemployed, and women; and a study of enrolled students. Information from these studies, as well as Lake County demographics and societal trends and institutional issues, shaped the program planners' thinking. These issues included the following: (1) Lake County employers were concerned with the lack of basic skills in the labor pool; (2) a permanent restructuring on employment is occurring in Lake County with jobs moving from manufacturing to the service sector; (3) contingency workers are appealing to many employers; (4) Lakeland must anticipate the impact of technology on the college and the local work force; and (5) space is at a premium on campus and needed for the credit enrollments at Lakeland Community College. These findings called for a reexamination of programming, scheduling, physical features of the center, and learning support equipment. (ECC)

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Lakeland
Community College

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"BACK FROM THE FUTURE:

COMMUNITY DEMANDS RESHAPE A COLLEGE"

AACC CONVENTION
COLLEGE SHOWCASE #30

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INTRODUCTION

The community college mission providing for lifelong learning is clear, but with the changing societal trends and institutional issues, concrete plans for future programs were hazy. When given the opportunity to plan a new community learning center, Lakeland's program planners sought the assistance of The College Board, Office of Adult Learning Services. Thousands of scientifically weighted interviews involving households, students and business leaders were evaluated to determine the community feeling toward education, training and information needs.

As a result, Lakeland's program planners understand the societal, demographic and economic conditions of its community in 1993; but even more important how that community will need to be served in the year 2010. The project revealed surprises, pinpointed solutions and surfaced further challenges.

From our experience, we hope you will:

* learn how to look into the future by listening to your customers/community.
* learn what happens when customer input is combined with creative program planners to conceptualize new offerings and a potential new facility.

Within the next hour, we will:

* explain methodology and outcomes of The College Board Study of Lake County, Ohio.
* review societal trends impacting program planning in Lake County.
* describe one institution's "unique" issues faced in programming for the future.
* identify the program planning implications which contributed to the conceptual design of new Community Education and Business and Industry Training facility.

This is a brief overview of how the gathering of community input occurred.

THE COLLEGE BOARD METHODOLOGY

The community assessment conducted by The College Board, Office of Adult Learning Services, documented our community's expressed needs. Translating the "voice of the community" into programming directions gave definition to physical facilities requirements.

Study had five phases:

1. A study of the demand for noncredit courses among individual adult students.

   Methodology: Telephone interviews only with adults screened according to certain characteristics: age, residency and recent experience taking a noncredit course.

   Result: "Serious Learning" - demand for career oriented, short courses.

2. A study of the needs of organizations for the education and training of their employees.

   Methodology: Telephone interviews with business and industry representatives

   Results: Company representatives expressed need for more quality training, computer training and basic skills.

3. A study of large private sector employers.

   Methodology: Five face-to-face meetings to gain qualitative insight into future education and training needs.

   Results: Identification of need for training in quality, team building, problem solving, technology and basic skills.

4. A study of the needs of special populations.

   Methodology: Telephone interviews with spokespersons for the elderly, unemployed and women.

   Result: Expressed need for basic skills and computer training.

5. A study of enrolled credit course and noncredit course students.

   Methodology: over 700 surveys.

   Results: Conveyed critical importance of an accessible, up-to-date library.

In summary, the community is asking for accessible, flexible space for lifelong learning opportunities. The perception regarding the library is that it should remain at the heart of the academic core to serve students and faculty. Our business community expects responsiveness and flexibility from the College, a customer-oriented approach.

The following provides a synopsis of the Lake County demographics and societal trends as well as institutional issues which shaped the college planner's thinking. We used all the information available to us to draw conclusions about our potential target markets and programming directions. At that point the concept of the Business and Community Learning Center building began to take shape.

LAKE COUNTY, OHIO DEMOGRAPHICS & SOCIETAL TRENDS

1. Workplace literacy is a primary point of entry for adult lifelong learning, and for the beginning of a path toward higher skills, higher wages. The College Board study of employers in Lake County documents their concern about the lack of basic skills found in the labor pool in general and the workforce in particular. Need for basic math, problem solving and reading skills was frequently mentioned.

2. Downsizing (unemployment) - In Lake County, as in the rest of the country, a permanent restructuring of employment is occurring, with jobs moving from manufacturing industries to the service sector. This results in a need for retraining of displaced manufacturing employees, and provides a niche for Lakeland. (5.9% unemployment rate for Lake County is just below State average in spite of our high per capita income level and low poverty standings when compared with the rest of the State.)

3. Contingency Workers (temporaries) are appealing to companies who do not have to worry about compliance issues, potential litigation or training. Most contingency workers are not at the company long enough for the company to justify spending education and training dollars on their behalf.

4. Women in the workplace - Demographic trends and predictions indicate that the workforce will increasingly be female and of races other than caucasian. Women will be entering and re-entering the workforce and education institutions.

5. Growth of Small Business and Telecomputing - In the seven county region manufacturing jobs were lost according to the latest Harris Directory report. Lake County showed small gain. The net jobs are in smaller companies with fewer than 20 employees, moving toward the service sector.

6. Foreign ownership/global competition - Globalization and interdependency are key words for present and future business and industry in U.S. Free Trade Agreements. Foreign investment in the domestic economy and American investment overseas with growing, ever-expanding markets for American products, goods and services will be trends into the 21st century.

7. Technology curve - To remain current, Lakeland must anticipate the impact of technology, in the broadest sense, on our institution. The College Board survey results have confirmed that adult learners want specific skills, such as short courses in computer literacy and computer software applications in the workplace. The plans for the facility include interactive teleconferencing, a language lab, computer labs, and the electronic learning resource center (library) connection to Lakeland's academic library as well as other libraries throughout the state of Ohio and nation through Ohiolink and the Internet connections.

8. Elderly (age 55 and above) - The fastest growing segment of the U.S. population, and Lake County, is predicted to increase beyond 2000 A.D., this segment will increasingly remain productive in various types of employment and development of new businesses. This age group will also have the most discretionary income and more time to pursue educational and cultural development.

LAKELAND COMMUNITY COLLEGE'S INSTITUTIONAL ISSUES

1. Space is at a premium on campus and is needed for the credit enrollments at Lakeland Community College. Noncredit enrollments is growing in Community Education and The Center for Business and Industry, forcing many noncredit courses and programs off campus. Scheduling is limited and classrooms which are available are not conducive to adult learning. Many locations are unavailable during the day. There is a need for dedicated classroom space and computer and science labs on campus for noncredit instruction.

2. The adult students in continuing education require an environment conducive to learning which involves different classroom sizes and furniture arrangements. Studies have shown that adults learn "better" and the learning experience is more effective when chairs and tables are utilized instead of the smaller flip-top desks available in high schools settings such as Wickliffe and Madison. Also, closeness to blackboards or marking boards and audiovisual equipment is an important need due to the sight restrictions of adults. These accommodations to adults necessitate additional square footage for the classrooms dedicated to adult and continuing education.

   Special classrooms and auditoriums and in particular, computer labs and science labs are at a premium due to heavy credit usage. In some instances, elimination of noncredit courses occur due to the priority of credit instruction. A dedicated space for noncredit utilization would strengthen the abilities of Community Education and the Center for Business and Industry to consistently meet the demands of their clientele.

3. A corporate environment is important for training by CBI as borne-out by the College Board Survey. Most employers perceive of the College as a place for their individual employees to attend; not as a corporate training vendor. In order to compete with other training vendors, the College needs an identifiable CBI facility which is dedicated to business and industry training.

4. The College Board Survey documents the need for convenience. Close parking is critical - (listed high by almost 100% on the survey) and one-stop services, i.e. registration, bookstore, cashier was considered important.

5. The populations served by the Community Education Division necessitates special considerations. These include women, re-entry and re-employment populations that require user friendly service and support systems for their personal and professional development. Other populations such as senior citizens require dedicated space and particular environmental considerations to enhance their learning experience.

6. Technology - The community recognizes the need to be technologically literate (results of College Board Survey). Dedicated computer labs for noncredit computer & software application education, and access to telecomputer, teleconferencing and interactive network equipment and interactive language labs would support the educational services of the college. The electronic library or learning resource center in conjunction with these technological advances will support the growing independent learning needs of the current and future student.

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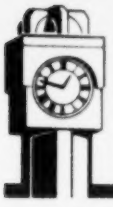

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"Overview of Presentation"

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1. GOALS:

To describe how Lakeland polled the residents, leadership and employers in its community to reveal future demands which needed to be planned for immediately.

To explain how community responses lead Lakeland to map out new and expanded programs and services, including a proposed campus facility for business and industry training and community education.

2. NARRATIVE/CONTENT:

The community college mission to provide lifelong learning is clear, but with the changing societal trends and institutional issues, concrete plans for future programs are hazy. When given the opportunity to plan a new community learning center, Lakeland's program planners turned first to their community for direction. With the assistance of The College Board, Office of Adult Learning Services, thousands of households, students and business leaders were asked to tell us about their education, training and information needs. As a result, Lakeland's program planners understand the societal, demographic and economic conditions of its community in 1993; but even more important how that community will need to be served in the year 2010. The project revealed surprises, pinpointed solutions and surfaced further challenges.

3. TIME FLOW CHART

:00 - :05 Brief introduction to Lakeland and Lake County, Ohio - Doty (slides)
:05 - :08 Why this session has value - Doty (handouts)

- learn how to look into the future by listening to your customers/community
- observe what happens when customer input is combined with creative program planners to conceptualize new offerings and a new facility.

:08 - :10 Here's what we are going to do - Doty

- explain methodology and outcomes of College Board study of Lake County, Ohio
- review Societal trends impacting program planning in Lake County
- describe one institutions "unique" issues faced in programming for the future
- identify the program planning implications which contributed to the conceptual design of a new Community Education and Business and Industry Center facility

:10 - :25 The College Board methodology - Aslanian
:25 - :30 Societal trends (environmental scan) - Zibbel
:30 - :40 Institutional Issues, Side Benefits, Program Insights and Building Concept - Zibbel
:40 - :45 Vision for 2010: We Are Getting Prepared - Zibbel
:45 - :60 Questions and Answers; evaluation

INTRODUCTION - Dr. Doty

Welcome to our session:

Slide 1: "Back from the Future: Community Demands reshape a College"

To give you a context for our showcase presentation, here's a quick view of Lakeland Community College and the community we serve: Lake County, Ohio.

Slide 2: **Facts about Lake County: Population 215,000; Number of businesses: 5300; Median household income: $34,568; Workforce: 75,000.**

Slide 3: **Facts about Lakeland Community College: Founded in 1967; Enrollment: 9,000; Course Offerings: 1,000; Degree Programs: 64 and Located on 400 acres**

Slide 4: **Photo of Clocktower**

Slide 5: **Photo of Health Careers Construction**

Slide 6: **Photo of inside of Student Center**

Why The Session Has Value - Dr. Doty

The community college mission providing for lifelong learning is clear, but with the changing societal trends and institutional issues, concrete plans for future programs were hazy. When given the opportunity to plan a new community learning center, Lakeland's program planners sought the assistance of The College Board, Office of Adult Learning Services. Thousands of scientifically weighted interviews involving households, students and business leaders were evaluated to determine the community feeling toward education, training and information needs.

As a result, Lakeland's program planners better understand the societal, demographic and economic conditions of its community in 1993; but even more important how that community will need to be served in the year 2010. The project revealed surprises, pinpointed solutions and surfaced further challenges.

From our experience, we hope you will:

* observe a method for looking into the future by listening to your customers/community.

* observe what happens when customer input is combined with creative program planners to conceptualize new offerings and a potential new facility.

Here's What We're Going To Do Within The next hour: - Doty

Slide 7: **Agenda: Our Experience, How We did It and What we Found Out**

* explain methodology and outcomes of The College Board Study of Lake County, Ohio.

* review societal trends impacting program planning in Lake County.

* describe one institution's "unique" issues faced in programming for the future.

* identify the program planning implications which contributed to the conceptual design of a new Community Education and Business and Industry Training facility.

Our planning is a dynamic process. The reshaping of the College is underway, some aspects more quickly than others. Here's our story.

It began in December, 1992 when Lakeland received planning money from the legislature to plan for the construction of a facility to house the Center for Business and Industry and Community Education. I formed a committee. Early on, the philosophy was expresses that if this was to be truly a community building, the community should have input. The concept was that community input would shape programs. With this foundation, the design and site selection would emerge.

This is a brief overview of how the gathering of community input occurred. By successfully competing through the bidding process, the committee selected The College Board, Office of Adult Learning Services.

In May when I meet with Carol Aslanian and Mitch Brickell, four themes were set to establish the tone for the College Board Community Assessment Study of Lake County, Ohio.

* The results of the community assessment would be visionary, reflecting what Lakeland CAN become. We were not interested in the status quo.

* The emphasis was on helping Lakeland to understand the needs of our community in order to improve our instructional programming and services. This, in turn, guided the committee in the design of the building.

- The community assessment was to strengthen and enhance the College's ties with business and industry, educational and other community organizations. Our commitment is to have collaborative relationships within our community which go beyond building a building.

- To remain current, we need to anticipate the impact of technology in the broadest sense for our institution.l In particular, we need to understand the role of technology in the teaching-learning process so that we can plan with the future in mind.

The Committee meet with Mitch and Carol to design the study during a day-long meeting in June. We hammered out the details which made the study unique to our situation. Over the summer, the community assessment was conducted.

In September, 1993, Mitch and Carol presented to the committee the results of the Study. The day-long session was intense, filled with analysis of the data and decisions about future programming.

Here's how we did it...the methodology used by The College Board. May I introduce to you, Ms. Carol Aslanian, Director, Office of Adult Learning Service, The College Board.

Slide 8: **The Study - Community needs and expectations reveal future demands of the College**

THE COLLEGE BOARD METHODOLOGY - Aslanian

The community assessment conducted by The College Board, Office of Adult Learning Services, documented our community's expressed needs. Translating the "voice of the community" into programming directions gave definition to physical facilities requirements.

Study had five phases:

1. A study of the demand for noncredit courses among individual adult students.

   Methodology: Telephone interviews only with adults screened according to certain characteristics: age, residency and recent experience taking a noncredit course.

   Result: "Serious Learning" - demand for career oriented, short courses.

2. A study of the needs of organizations for the education and training of their employees.

   Methodology: Telephone interviews with business and industry representatives

   Results: Company representatives expressed need for more quality training, computer training and basic skills.

3. A study of large private sector employers.

   Methodology: Five face-to-face meetings to gain qualitative insight into future education and training needs.

   Results: Identification of need for training in quality, team building, problem solving, technology and basic skills.

4. A study of the needs of special populations.

   Methodology: Telephone interviews with spokespersons for the elderly, unemployed and women.

   Result: Expressed need for basic skills and computer training.

5. A study of enrolled credit course and noncredit course students.

   Methodology: over 700 surveys.

   Results: Conveyed critical importance of an accessible, up-to-date library.

Transition: Aslanian introduces Zibbel

The following provides a synopsis of the Lake County demographics and societal trends as well as institutional issues. This background information, along with the survey data, shaped the programming ideas. We used all the survey data available to us to draw conclusions about our potential target markets and programming directions. At that point the concept of the Business and Community Learning Center building began to take shape.

Slide 9: **Trends: Changing Societal and economic conditions reshape programs and outreach services**

LAKE COUNTY, OHIO DEMOGRAPHICS & SOCIETAL TRENDS

1. Workplace literacy is a primary point of entry for adult lifelong learning, and for the beginning of a path toward higher skills, higher wages.

   The College Board **STUDY** of employers in Lake County documented their concern about the lack of basic skills found in the labor pool in general and the workforce in particular. Need for basic math, problem solving and reading skills was frequently mentioned.

2. Downsizing (unemployment) - In Lake County, as in the rest of the country, a permanent restructuring of employment is occurring, with jobs moving from manufacturing industries to the service sector. This results in a need for retraining of displaced manufacturing employees, and provides a niche for Lakeland. (5.9% unemployment rate for Lake County is just below State average in spite of our high per capita income level and low poverty standings when compared with the rest of the State.)

   STUDY: This segment requires an inviting environment; noncredit courses valued above credit programs; Topics: computer skills, read, write, financial management.

3. Contingency Workers (temporaries) are appealing to companies who do not have to worry about compliance issues, potential litigation or training. Most contingency workers are not at the company long enough for the company to justify spending education and training dollars on their behalf.

4. Women in the workplace - Demographic trends and predictions indicate that the workforce will increasingly be female and of races other than caucasian. Women will be entering and re-entering the workforce and education institutions.

   STUDY: This segment requires math, reading, writing, office skills and computer training to prepare them for employment.

5. Growth of Small Business and Telecomputing - In the seven county region manufacturing jobs were lost according to the latest Harris Directory report. Lake County showed small gain. The net jobs are in smaller companies with fewer than 20 employees, moving toward the service sector.

   STUDY: Eighty percent manufacturers employ less than 100 employees. The College Board of Trustees strong advocates of serving small business via networks and consortiums.

6. Foreign ownership/global competition - Globalization and interdependency are key words for present and future business and industry in U.S. Free Trade Agreements. Foreign investment in the domestic economy and American investment overseas with growing, ever-expanding markets for American products, goods and services will be trends into the 21st century.

   STUDY: Number one requested topic: Quality and International Commerce strong program ISO 9000 plus networks.

7. Technology curve - To remain current, Lakeland must anticipate the impact of technology, in the broadest sense, on our institution.

The College Board **STUDY** results have confirmed that adult learners want specific skills, such as short courses in computer literacy and computer software applications in the workplace. The plans for the facility include interactive teleconferencing, a language lab, computer labs, and the electronic learning resource center (library) connection to Lakeland's academic library as well as other libraries throughout the state of Ohio and nation through Ohiolink and the Internet connections.

STUDY: Non traditional methods of instruction took second place to interaction between students and instructor as preferred method. 90% of non credit adult students prefer a classroom with instructor present. Promoting distance learning will be tough.

Industries position: distance learning not widely used

8. Elderly (age 55 and above) - The fastest growing segment of the U.S. population, and Lake County, is predicted to increase beyond 2000 A.D., this segment will increasingly remain productive in various types of employment and development of new businesses. This age group will also have the most discretionary income and more time to pursue educational and cultural development.

STUDY: Unemployed Elderly need computer skills, clerical, math and reading.

Slide 10: Institutional Issues: Community "voice" reshapes the new facility decision.

In summary, the community is asking for accessible, flexible space for lifelong learning opportunities. The perception regarding the library is that it should remain at the heart of the academic core to serve students and faculty. Our business community expects responsiveness and flexibility from the College, a customer-oriented approach.

The project architect used the College Board data to shape his recommendations.

* The need for visibility, easy access and parking for 250 cars is critical to the functions of CBI and CE.

* Ideally, the library remains in the academic core, while the CBI and CE functions optimally on the peripheral of the campus.

* Linking the library electronically to the CBI and CE clientele is a feasible means of providing learning resources to that cliental in a Learning Resource Center.

LAKELAND COMMUNITY COLLEGE'S INSTITUTIONAL ISSUES

1. Space is at a premium on campus and is needed for the credit enrollments at Lakeland Community College. Noncredit enrollments is growing in Community Education and The Center for Business and Industry, forcing many noncredit courses and programs off campus. Scheduling is limited and classrooms which are available are not conducive to adult learning. Many locations are unavailable during the day.

STUDY: NEED for JOB-RELATED Classrooms. There is a need for dedicated classroom space and computer and science labs on campus for noncredit instruction.

2. The adult students in continuing education require an environment conducive to learning which involves different classroom sizes and furniture arrangements. Studies have shown that adults learn "better" and the learning experience is more effective when chairs and tables are utilized instead of the smaller flip-top desks available in high schools settings such as Wickliffe and Madison. Also, closeness to blackboards or marking boards and audiovisual equipment is an important need due to the sight restrictions of adults. These accommodations to adults necessitate additional square footage for the classrooms dedicated to adult and continuing education.

   Special classrooms and auditoriums and in particular, computer labs and science labs are at a premium due to heavy credit usage. In some instances, elimination of noncredit courses occur due to the priority of credit instruction.

   STUDY: A dedicated space for noncredit utilization would strengthen the abilities of Community Education and the Center for Business and Industry to consistently meet the comfort and satisfaction demands of their clientele.

3. A corporate environment is important for training by CBI. Most employers perceive the College as a place for their individual employees to attend; not as a corporate training vendor.

   STUDY: In order to compete with other training vendors, the College needs an identifiable CBI facility which is dedicated to business and industry training.

4. The College Board Survey documents the need for convenience.

   STUDY:

   * Convenient parking is critical - (listed high by almost 100% on the survey);
   * one-stop services, i.e. registration, bookstore, cashier was considered important.
   * security is significant factor in decision making; stress this strength in our promotional material
   * signage should be geared to campus visitors who may be attending a one - two hour program; easy to locate seminar rooms and workshop labs

5. The populations served by the Community Education Division necessitates special considerations. These include women, re-entry and re-employment populations that require user friendly service and support systems for their personal and professional development. Other populations such as senior citizens require dedicated space and particular environmental considerations to enhance their learning experience.

   STUDY: Smaller seminar rooms are preferred to large classrooms.

6. Technology - The community recognizes the need to be technologically literate (results of College Board Survey). Dedicated computer labs for noncredit computer & software application education, and access to telecomputer, teleconferencing and interactive network equipment and interactive language labs would support the educational services of the college. The electronic library or learning resource center in conjunction with these technological advances will support the growing independent learning needs of the current and future student.

   STUDY: Distance learning will be a tough sell since most of the respondents preferred instruction with a "live" instructor.

   Solid need for state-of-the art Computer equipment (open lab) for job-related computer training.

7. Library - renovation $3.1M

8. Mooreland Mansion - historical structure

VISION FOR 2010: Reshaping the College for 2010

The current dynamics of Lakeland's community support:

* Passage of the tax levy in 1992. A community survey gave us the confidence to go a second time to the community for the successful passage of the 1.5 mill levy.

* Growth of the college as evidenced by the campus

* Anticipation of needs at the eastern end of the county in the Madison/Perry area. Again, we surveyed our community to learn what our customers wanted. The result is the development of our Lakeland East program, based in a newly renovated leased facility in Madison, Ohio.

It became apparent early on that a positive response to the community's expressed needs will demand programs which will in turn require a vision. What we are planning for the future is what our customers have told us they need and what our community is asking of Lakeland as part of our mission of community outreach. By surveying 3500 residents, business leaders and students, we understand Lake County in 1993 and how Lake County will need to be served in the year 2010.

Slide 11: The Vision -- Reshaping the College for 2010

VISION: In the year 2010, we expect Lakeland Community College to

Provide a technologically advanced learning resource center within which information is quickly and easily accessed;

Respond with appropriate, timely programming reflecting of the ever changing societal and demographic trends; and to

Contribute to the development of a skilled labor pool and a center for the re-training of the existing workforce.

OUTPUTS: To realize this vision, we have targeted eight output areas that are of particular importance for the College to develop. Some are actions we have taken or will take to reshape the College:

* Created a Quality Institute for businesses interested in global competitiveness

* Planned for the renovation of our library, equipped with state-of-the art information technology

* Developed an international focus to program planning in Community Education and The Center for Business and Industry

* Enhancing our literacy initiative via improved coordination of resources used for skill assessment; basic skills and other workplace literacy training.

* Established a major goal for 1994-1995 for the development of a five year technology implementation plan for independent learners/learning via interactive software (languages and other skills).

* Possible development of a one-stop career training and preparation center for entry level through professional workers and as a center for dislocated workers in transition between employment/career paths.

* Possible development of a center for personal development and cultural experiences.

* Development of an Learning Resource Center: open lab, self paced

RESHAPING QUESTIONS (AS A RESULT OF THE SURVEY)

Re-Examination of PROGRAMMING

- Computer literacy and workplace applications.
- Women's Center services and personal and/or professional development.
- Senior Citizens Center (Early Retirement Options, Elderly seeking employment, Retirement/leisure activities).
- The improvement of basic work skills (math, reading, problem solving) and specialized training such as ISO 9000 and Quality.
- Cultural Events.
- Professional Business courses -- computers, etc.
- Meeting place for business leaders with each other and with academic personnel (i.e. hosting trade missions; network meetings; CEO Exchanges).

Re-Thinking SCHEDULING

- The ability to locate all the irregularly scheduled courses (credit or noncredit) in one area without affecting the balance of the campus.
- Access to computer labs days, evening, and weekends.

Re-Thinking PHYSICAL FEATURES

- Computer labs
- Accessible; easy to find parking
- Well lighted (security)
- Space for reference library
- Video viewing center

Re-Thinking LEARNING SUPPORT EQUIPMENT

- Language lab
- Electronic library
- Computer lab
- Basic skills lab
- Distance learning capability - LCC will be prepared for next generation who will be more comfortable with the electronic medium as a common means of learning.

CONCLUSION

Promised to:

* explain methodology of community survey
* review societal trends impacting programming in Lake County
* describe our unique issue's faced in programming for the future
* identify the program planning implications which contributed to the conceptual design of a new CE/CBI building

Life Long Learning is part of the reality of everyone's future. Lakeland will shape that future for Lake County residents by being an accessible, current and adaptable learning resource.

QUESTIONS AND ANSWERS

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